



Pedagogical Framework Impact of Join Design Studios

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ABSTRACT

Simple investigation on current publications in design Join-Studios reveals a lack of how such an evolutionary education pedagogical framework processes took place in Malaysia. Architectural education is based primarily around the design studio as a pivot and gathering point of all knowledge and skill accreted throughout the curriculum (Mostafa&Mostafa, 2010, p. 310). While the current design studio may represent the best teaching ideas for this profession yet they are not without problems. This Practical Research is hoping a Revitalization of Architectural Consciousness by introducing architectural Design Join-Studios towards sustainable architecture education; the aim is to improve our knowledge base and quality of architecture education. There is no simple answer or given approach to architectural pedagogy but a continuous routine framework, but the question is if architecture is supposed to solve the problems or even be more than that, does routine studies teach enough to our future architects?

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INTRODUCTION

Design studios learning style are remarkably similar across the industrialised world (PhillipCrowther, journal of learning design). Let us first focus on the meaning of “studio”, Within the design professions the term “studio” is used rather loosely to both describe a physical space (the actual place in which the learning and teaching activities take place) and also the mode of engagement (as a pedagogical strategy) (Phillip Crowther, journal of learning design). So Design Studios are often referred as a place that knowledge and skills from the areas are integrated and applied. Design studios universally apply the semi-structured learning strategy of experiential leaning; in particular, the project [3]. For this study it was found that the aspects of design studios like studio pedagogy, culture, and technology are limited. In terms of the future, a more comprehensive approach is needed. For instance, Bender and Vredevoogd [2] believe that more research about the impact of the online environment in architecture education is necessary due to rapid global changes in design process, architectural practice, and students’ population; so This paper offers a new framework for design studios in a more comprehensive and holistic way.

1.1 Problem Statement:

It is in these design studios that student will learn how to relate with different environments and how to design for humans with different culture, ages, occupations and with different perspectives, a design that fits the people that are using it But how are students going to be prepared for such a task if the design-studios task are only be based on the country the classes are held. Architecture is a product of culture, history, science, technology, economics, Society and religion; so students as future architects must understand the different requirement for different environments throughout their design tasks but schools teach the aspects of architecture from distance. So there is a real need to give a chance to revitalize Architectural Consciousness by introducing new routines for studies because teaching requires creativity. The routine of such an approach in Malaysia was done by Dr.Pro.Nangkula Utabertaat UPM University simply by joining design studios with other country like Indonesia; the result of such a work promoted us to share it with the educational world of architecture.

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1.2 Aim and Objectives:

This research is an Action research meaning is an investigation designed by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision making and the development of more effective classroom strategies.

So the thesis focuses on documenting, exploring and evaluating of current design studio framework and different kind of Design Join-Studio, the aim of this evaluation is to improve our knowledge base and the quality of our future architect's works.

1.0 Background Studies:

Every learning activity needs a place to occur (where), learner to learn, teachers to teach, a process which works under a specific method, and finally a result or output (for example, enhancing knowledge, producing project). The main factors that directly related to design studio education then are: teachers and learners forming the community of design studio (who), method that defines the process of learning (how), projects that can be considered as driving learning output (why), and content as the material of design education (what). There are also other factors involving like culture or environment.

Definition of Design Studio is been widely discussed previously, however studio in word means a workplace for the teaching or practice of an art and the phrase join-studio happens when you combine two work-place, sharing a common working area or mainly working task in this case between different people from different countries and different cultural background to engage more ideas, talents and knowledge but in this chapter the architectural design join-studio will be discussed were professionals and students gather together for a better response for human needs. Join-studios have few types, they are:

- *Web Join-Studios:*

This virtual world can provide nationwide environments just like design studios but refer as network studio computer mediate and support that distributes across space and time to participants in different locations (Broadfoot and Bennett 2003, 4) through social medias.

Type A: E-Learning	This virtual world can provide nationwide environments just like design studios but refer as network studio computer mediate and support that distributes across space and time to participants in different locations (Broadfoot and Bennett 2003, 4) through social Medias Like:	
	Media Type	Web-Site Example
	Forum	Skyscrapercity
	Blog-Arch	ArchDaily
	Social Networking	Architizer
Type B: Online Course	Virtual design studios, used since the mid-1990s, have influenced not only the role of the educators but also pedagogical models and outlooks (Shao, Daley and Vaughn 2007, 919). Open course or open educational resources (OER) are the same; it means it's free for access to open licensed document or Medias for learning. So According to ArchDaily website in 2003, MIT officially launched open course ware.	

- *Short Course Join-Studios:*

There are institutes and universities providing short semesters with design studio course outline for students from other schools with different backgrounds. Falling-water institute provide students age 17 and above an architectural camp that called "studio 2"; this learning is for people seeking a gap-year opportunity to add more to their personal experience in this field. The instructor for this course is aron temkin, dean of architecture at "norwich university". It is a private military college of vermont located at northfield, vermont (usa) which was founded in 1819.

- *Long Course Join-Studio:*

These types of join-studio courses are very limited across the world due to academic issues like credit transfer, curriculum and the content of the subject. These courses normally are organized between 2 universities over design studio subject for a year or a semester in undergraduate or master level. For instance in Malaysia this method was applied on the 3rd year architecture design studio of UPM University (University Putra Malaysia) and UIN University (University Islam Negeri Indonesia) for one semester with total number of 72 which are 35 Malaysian and 37 Indonesian. Typically students will attend the studio where an academic gives instruction each school in their own countries. This usually occurs in smaller groups of 12 to 20 students but in this case each country has about 35 students in their studios for a period of time from half a day to two days a week. Students will engage in same simulated real world activities of designing an artefact to 2 faze discussed given brief, and will respond to weekly feedback given by the academic over their drawings, models or diagrams which it calls "tutorial section" same as a typical design studios; but the differences are as below:

In each give brief the location of site is located in one of the countries that means in faze one site is located in Indonesia and in 2nd faze it is located in Malaysia. In this case in order for students that are not in the same country as the site is, they have to depend on the information they will be given as site analysis by local students. And they have to accept the challenge of understanding the site from distance and do their best to acknowledge themselves about the local architectural principles, cultural behaviors and etc. When it comes to submission time students will join the locals and will get the chance to share their ideas and present their works to each other and to the juries of academics.

2.0 Methodology:

The selection of the appropriate methodologies was based on the type of data being sought, live experiences, voices and perspectives. The first phase outlines the method for understanding and identifying intangible factors and effectiveness of Design Join-Studio in architecture and explores better options to implement in our current design studios framework. There are a wide variety of methods for data collection but only two of them were applied in this phase; questionnaire and interview. The target group of the questionnaire was students of UPM and UIN University it was used to determine student's perspective on Design Join-Studio. Second, a one to one interview with chosen students used to investigate in students expectations and perceptions of Join-Studio and the professors, instructors and tutors of the architectural department at UPM.

3.0 Conclusion:

I as a student believe, architecture as profession spans both the arts and the sciences. Students must have an understanding of the arts and humanities, as well as a basic technical understanding of structures and construction. Skills in communication, both visual and verbal, are essential. While knowledge and skills must be developed, design is ultimately a process of critical thinking, analysis, and creative activity. The best way to face the global challenges of the 21st century is with a well-rounded education that establishes a foundation for lifelong learning and that why we should give changes and be open to new frameworks.

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